

CPA (Carl Perkins Act) 4 Glossary

Developed by the WDPI/CTE Team

Definitions are from Carl Perkins Legislation unless otherwise cited

Boxed definitions were provided by the National Alliance for Partnerships in Equity (NAPE)

Page Numbers refer to the bottom right hand corner of the Wisconsin State Plan at

<http://systematic.wtcsystem.edu/Grants/Perkins-4/planning/five-year-plan-v9a.pdf>

Academically Disadvantaged

[Individuals who are] (special population)

VEERS Academic - Student demonstrates a need based on one of the following conditions:

- 1) Scores at or below the 25th percentile on a standardized achievement or aptitude test;
- 2) Whose secondary school grades are below 2.0 on a 4.0 scale where A = 4.0; or
- 3) Fails to maintain minimum academic competencies.

All Aspects of an Industry

means the knowledge, skills, and soft skills to be productive in a particular industry. It includes work-based learning opportunities, entrepreneurial experiences, safety and environmental issues, cultural diversity/global understanding, and/or integration of 21st Century Skills. (WDPI definition)

Coherent and Rigorous Content

For purposes of CPA 4, coherent and rigorous content shall be determined by the State consistent with section 1111 (b) (1) (D) of the Elementary and Secondary Education Act of 1965 (P L 107-110, NCLB):

To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

b) Academic Standards, Academic Assessments, and Accountability.--

“(1) Challenging academic standards.--

“(A) In general.--Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

“(B) Same standards.--The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

“(C) Subjects.--The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

“(D) Challenging academic standards.--Standards under this paragraph shall include--

“(i) challenging academic content standards in academic subjects that--

“(I) specify what children are expected to know and be able to do;

- ``(II) contain coherent and rigorous content; and
- ``(III) encourage the teaching of advanced skills; and
- ``(ii) challenging student academic achievement standards that--
 - ``(I) are aligned with the State's academic content standards;
 - ``(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and
 - ``(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

CPA Core Indicators

- 1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)
- 1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)
- 2S1 Technical Skill Attainment – 113(b)(2)(A)(ii)
- 3S1 Secondary School Completion –113(b)(2)(A)(iii)(I-III)
- 4S1 Student Graduation Rates – 113(b)(2)(A)(iv)
- 5S1 Secondary Placement – 113(b)(2)(A)(v)
- 6S1 Nontraditional Participation – 113(b)(2)(A)(vi)
- 6S2 Nontraditional Completion – 113(b)(2)(A)(vi)

Each LEA is required to submit to the state a report on its progress in meeting its negotiated performance measures. All data reported to the state must be disaggregated by the following populations:

- Race/ethnicity,
- Gender,
- Individuals with disabilities,
- Migrants,
- Individuals with limited English proficiency,
- Individuals from economically disadvantaged families including foster children,
- Single parents, including single pregnant women,
- Displaced homemakers,
- Individuals preparing for nontraditional fields.

The reporting of disaggregated data will not be required for any population that is insufficient in size to yield reliably significant information or if the data could reveal the identity of an individual student.

The local report must also **indicate any disparities or gaps in performance** between any of the groups named above and the performance of all students in CTE at the LEA. S. 113 (4) (C) ii.

CPA State Initiatives

- W1 Special Populations
- W2 Gender Participation in Secondary CTE Programs
 - a. Career and Technical Education
 - b. Agriculture and Natural Resources Education
 - c. Business and Information Technology Education
 - d. Family and Consumer Education
 - e. Health Science Occupations Education

- f. Marketing Management, and Entrepreneurship Education
- g. Technology and Engineering Education

CPA Secondary Priorities for local funding.....

For secondary programs under Perkins IV, DPI has established the following as state priorities for local funding:

- Establishment of programs of study including existing program improvement/expansion, development/implementation of new programs, and increasing the rigor of work-based learning programs;
- Provision of Special Populations Activities and Support Services focused on improving student performance affecting secondary Perkins IV accountability;
- Expansion of NTO Career Awareness, Exploration; Participation and Completion; and
- Revision of Career Guidance and Development based on the new Wisconsin Comprehensive School Counseling Model (p. 24).

Career Clusters.....

An organizing tool defining education for post-secondary education and careers using 16 broad clusters of occupations and 79 pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are Groupings of Occupations and Industries.

Career Pathway.....

A career pathway is a coherent, articulated sequence of rigorous academic and career related courses, commencing in ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond. A Career Pathway is developed, implemented and maintained in partnership among secondary and postsecondary education, business, and employers. Career pathways are available to all students, including adult learners, and are designed to lead to rewarding careers. (All parties are using this definition now.)

Career Specialty.....

Career specialty refers to preparation for specific credentials or occupations. Knowledge and skill statements for curriculum at this level are created by industry standards and verified by business and industry representatives.

Comprehensive School Counseling Program

A comprehensive school counseling program is an integral component of the school's academic and career development mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and personal/social development, promote and enhance the learning process for all students. Such programs:

- ensure equity and access to a rigorous education for all students,
- identify the knowledge and skills all students will acquire as a result of the preK-12 comprehensive school counseling program,
- are delivered to all students in a systematic fashion,
- are based on data-driven decision making,
- are provided by a state-credentialed school counselor.

Source: Gary Spear, WDPI

Core Academic Subjects

The term core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Source: Section 9101 (11) of the ESEA also known as No Child Left Behind (NCLB).

Cross Walk

The term cross walk refers to the process of aligning curriculum content with national and state standards, with 21st century skills, with the Career Cluster content benchmarks at the core and pathway levels, with the Wisconsin Comprehensive School Counseling Model, with business and industry certifications and with other critical sets of standards and benchmarks that assure that curriculum is contemporary and rigorous.

Disability

[Individuals who are] (special population)

VEERS Handicapped includes any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1) of this definition; or (3) is regarded as having an impairment described in paragraph (1) of this definition. Note: It further includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. For a student to be coded as handicapped, the student must fall under one of the mentioned conditions and there must be substantive evidence of the condition on file at the district.

Perkins Definition (17) INDIVIDUAL WITH A DISABILITY-

(A) IN GENERAL- The term 'individual with a disability' means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) INDIVIDUALS WITH DISABILITIES- The term 'individuals with disabilities' means more than 1 individual with a disability.

Equal Employment Opportunity Commission (EEOC) Definition

<http://www.eeoc.gov/policy/ada.html>)

the term "disability" means, with respect to an individual--(A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;(B) a record of such an impairment; or (C) being regarded as having such an impairment.

Economically Disadvantaged families, including foster children

[Individuals who are] (special population)

VEERS Economically Disadvantaged is to be used for students who demonstrate a need based on one of the following conditions:

- 1) Family or student is eligible - for AFDC, Food Stamps, to be counted under Chapter 1 of Title 1 of the Elementary & Secondary Education Act, or free or reduced-priced meals under the National School Lunch program;
- 2) Determined to be low income according to the latest data from the Dept. of Commerce; or
- 3) Identified as low income based upon other indices of economic status granted by the Secretary of Education. (Note: The Department of Agriculture which administers the Free or Reduced priced meals under the National School Lunch program will now provide a listing of students

utilizing the program to determine economic disadvantage. It is to be emphasized that this list is strictly confidential and is to be safeguarded.)

English Language Learners (ELL) a more contemporary term for LEP
[Individuals who are] (special population)

Individual With Limited English Proficiency (LEP) - The term 'individual with limited English proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

VEERS Limited English Proficient is to be utilized for students who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Again, there must be substantive evidence of condition on file at the district.

Ethnicity and Race

For data collection and analysis purposes, there are five minimum categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. There are two categories for data on ethnicity: "Hispanic or Latino" and "Not Hispanic or Latino." Source: *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* <http://www.census.gov/population/www/socdemo/race/Ombdir15.html>

High Skill

The State Board assumes that **high skill employment** is that which requires some formal education or training beyond the secondary level. By this definition, all of the postsecondary career and technical education programs available in the WTCS lead to high skill employment. (p.73, *Wisconsin State Plan*)

As business and labor representatives made clear in public comments in the Perkins planning process in Wisconsin, identifying high skill, high wage, and high demand employment in the state must be done on a regional basis. (*Wisconsin State Plan*)

- Occupations requiring advanced education. The Great North Alliance (www.thegreatnorth.com.)
- Occupations requiring a 2-year or 4-year advanced degree, such as: executive, administrative and managerial; professional specialty; technicians and related support, U.S. Department of Agriculture (<http://www.ers.usda.gov/publications/rcat/rcat93/rcat93d.pdf>)
- High skill occupations refer to International Standard Classification of Occupations (ISCO-88 <http://www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm>)
- Organisation for Economic Co-operation and Development (<http://www1.oecd.org/publications/e-book/92-2003-04-1-7294/PDF%5CB2.pdf#search=%22%22High%20Skill%20Occupations%22%22>)

High Wage.....

The State Board defines **high wage employment** as employment in occupational areas that, on average, can be expected to provide wages greater than the average for full-time employment in the state. A specific benchmark is not available because most sources provide information on all income, not just wages, or fail to differentiate between earnings from full-time or part-time employment. Therefore, the State Board considers several sources of information to identify high wage employment. These include, benchmarks based on DWD wage survey data, DWD estimates of per capita earnings (derived from the DWD's Quarterly Census of Employment and Wages (ES-202 data), and estimates of per capita income (\$33,565 in 2005) provided by the U.S. Bureau of Economic Analysis and U.S. Bureau of the Census. (p. 74, *Wisconsin State Plan*)

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- Some percentage of the Family Economic Self-Sufficiency standard for that LEA. Wider Opportunities for Women (<http://www.sixstrategies.org/about/about.cfm>)
- Occupational Outlook Quarterly article on high wage careers not requiring a bachelor's degree (<http://www.bls.gov/opub/ooq/1999/Fall/art02.pdf#search=%22%22High%20Wage%20Occupations%22%22>)
- Americas Career Info Net allows you to select high wage occupations and ranks occupations by their wages (<http://www.acinet.org/acinet/>)

High Demand.....

The State Board defines **high demand employment** as employment in occupational areas designated by the DWD in its ten year projections as having a greater than average number of openings expected in a region or in the state over between 2004 and 2008. (P. 74, *Wisconsin State Plan*)

As business and labor representatives made clear in public comments in the Perkins planning process in Wisconsin, identifying high skill, high wage, and high demand employment in the state must be done on a regional basis. (p.74, *Wisconsin State Plan*)

- The National Occupational Supply Demand Consortium develops and evaluates methodologies for supply/demand analysis of occupations to assist with training and education program planning (www.occsupplydemand.org)
- The President's High Growth Job Training Initiative (<http://www.doleta.gov/BRG/JobTrainInitiative>)

Individual Learning Plans (ILP).....

Individual Learning Plans are a component of the Wisconsin Comprehensive School Counseling Model. Students will investigate the inter-relationship of educational achievement, life goals, career planning, training and placement; evaluate the present job market and analyze predictions of future trends at local, regional, state, national and global levels; and propose career options based on their Individual Learning Plan. Within the ILP there will be a chart (**Plan of Study**) for the sequenced listing of courses, both academic and CTE/degree major, that connects student's high school and postsecondary educational experiences.

Individual Learning Plans (ILP) Components

- Curricular Domains [required]
 - Academic
 - Career
 - Personal/Social
- Plan of Study [required]
- Portfolio /e-Portfolio [optional elements]

Labor Organization

An organization, agency, committee, group, or plan in which employees take part, that deals with employers about such matters as wages and grievances. Source: "labor organization." *Merriam-Webster's Dictionary of Law*. Merriam-Webster, Inc. 25 Mar. 2008. <http://dictionary.reference.com>

Model Academic Standards

Model Academic Standards specify what students should know and be able to do. See for Wisconsin Model Academic Standards. They include content, performance, and proficiency standards.

Content Standards refer to **what** students should know and be able to do.

Performance Standards tell **how** students will show that they are meeting a standard.

Proficiency Standards indicate **how well** students must perform.

Nontraditional Courses and POS

See *Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks for Females and for Males* at www.napequity.org/nape_publications.htm

Nontraditional Fields

[Individuals Preparing for] (special population)

Individuals participating in courses or programs of study that lead to occupations or fields that have 25% or less of their gender employed within the occupation or field.

Nontraditional Fields-Perkins IV

(20) NON-TRADITIONAL FIELDS- The term 'non-traditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Overrepresented or Underrepresented Students

Students in a particular course or program of study are over or under represented when there is a 5% or greater disproportion between their enrollment in the school and their enrollment in the particular course or program of study.

Partners

- Individuals, groups or organizations that contribute cash or services to assist in implementing a Program of Study OR
- A person who (or organization that) shares or is associated with another in some action or endeavor. Source: "partners." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 25 Mar. 2008. <http://dictionary.reference.com>

Programs of Study as defined by Perkins IV

“State approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas.”

1. Incorporate secondary education and postsecondary education elements;
2. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Programs of Study Progress

Initial Development—

Initial—of, pertaining to, or occurring at the beginning; first; to introduce by a first act; to make a beginning with; to set afoot; to originate; to commence; to begin or enter upon.

Development—the act or process of developing a program of study; the state of being developed; a significant change; the process of analysis or design of a program of study.

Planning—the act or process of drawing up plans or layouts for a program of study; A scheme, program, or method worked out beforehand for the accomplishment of an objective; A proposed or tentative course of action.

Implementation—the act of accomplishing some aim or executing some order; the act of implementing (providing a practical means for accomplishing something); carrying into effect the planned program of study. Benefit to students of the planned program of study is the critical indicator of implementation.

Refinement—the act or process of refining; the quality or state of being refined; an improved or higher form of the program of study; or continuous quality improvement for each program of study. —*Synonyms* expansion, elaboration, growth, evolution; unfolding, opening, maturing, maturation. This stage requires that evaluation and feedback have been collected and analyzed in order to make improvements to the program of study.

Self-Sufficiency

A standard of economic independence that considers a variety of demographic and geographic factors, as adopted, calculated, or commissioned by a local area or State.” *Perkins IV Conference Report*

Perkins IV reflects an emphasis on preparing students for careers that provide self-sufficient wages. Language on high skill, high wage, and high demand and specific mention of self-sufficiency can be found in three places in the final bill:

- Additional indicators of performance—Sec. 113(b)(2)(C)
- Local plan—Sec. 134(b)(8)(C)
- Local required uses of funds—Sec. 135(b)(9)

The concept and terminology of self-sufficiency in the Perkins reauthorization and other federal legislation advancing career and technical education has been in the policy debate for many years.

The Perkins IV conference report (available at http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2006_record&docid=cr25jy06-138.pdf) states: “The Conferees intend that the term self-sufficiency means a standard of economic independence that considers a variety of demographic and geographic factors, as adopted, calculated, or commissioned by a local area or State.” The Family Economic Self-Sufficiency (FESS) project, developed by Wider Opportunities for Women, has worked with state partners in 36 states to develop self-sufficiency standards for those states. For more information on the FESS project go to <http://www.sixstrategies.org/about/about.cfm> . The Self-Sufficiency Standard calculates how much money working adults need to meet their basic needs without subsidies of any kind. Unlike the federal poverty standard, the Self-Sufficiency Standard accounts for the costs of living and working as they vary by family size and composition and by geographic location. The Standard defines the amount of income necessary to meet basic needs (including paying taxes) in the regular “marketplace” without public subsidies—such as public housing, food stamps, Medicaid or child care—or private/informal subsidies—such as free babysitting by a relative or friend, food provided by churches or local food banks, or shared housing. The Standard, therefore, estimates the level of income necessary for a given family type—whether working now or making the transition to work—to be independent of welfare and/or other public and private subsidies. The Standard provides important guidance for policymakers and program providers regarding how to target their education, job training, workforce development, and welfare-to-work resources. It helps individuals choose among occupations for work experience and educational training. It also shows policymakers how subsidizing child care, transportation or health care impacts the wages necessary for working families to make ends meet.

***Single parents, including single pregnant women***

[Individuals who are] (special population)

A female or male student, who is unmarried or legally separated from a spouse, **and** has sole or joint custody, of a minor child or children; **or** is a single pregnant woman.

***Special Populations***

The term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with limited English proficiency.

Wisconsin secondary state plan adds these two groups to special populations:

- Academically disadvantaged
- Students of color.

***Stakeholders***

Individuals, groups or organizations that have a “stake in” the outcomes of preK-16 education. This includes, for example, students, parents, employers, economic and workforce success, society in general.

One who has a share or an interest, as in an enterprise. Source “stakeholders.” *The American Heritage® Dictionary of the English Language, Fourth Edition*. Houghton Mifflin Company, 2004. 25 Mar. 2008. <Dictionary.com <http://dictionary.reference.com/browse/stakeholders>>

State Directors Career Cluster Framework

The national Career Clusters Project identifies content knowledge and skills needed at the core, cluster and pathway level. www.careerclusters.org

- **Cluster Core Level**
Knowledge and skills all students need within the cluster
- **Pathway Level**
Knowledge and skills necessary to pursue a full range of career opportunities within a pathway
- **Career Specialties**
Knowledge and skills for specific occupations dictated by industry standards and verified by business and industry representatives.

Students of Color

(special population)

Students who are American Indian, African American or Black, Asian American, or Latino/a American.

Support Services

The term 'support services' means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. Section 3 (31) Perkins Act

Supportive Services

Although supportive services were not defined or mentioned in Perkins III and are again not defined or mentioned in Perkins IV, current practice under Perkins III as supported by U.S. Dept. of Education, Office of Vocational and Adult Education Program Memorandum 99-13 (available at <http://www.ed.gov/about/offices/list/ovae/pi/cte/vocnontrad13.html>) is to allow states and locals to determine if Perkins funds are to be spent on supportive services. Many local programs rely on Perkins funds to provide these supportive services to those special population students who are not eligible or able to receive these services through other programs to ensure their full participation in career and technical education. Additional supporting statements to continue this practice can also be found in the conference report available at http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2006_record&docid=cr25jy06-138.pdf

“The Conferees recognize that special populations, including single parents and displaced homemakers, may need direct assistance to be able to participate successfully in career and technical education. These supportive services include such services as **transportation, child care, dependent care, tuition, books, and supplies and other services necessary to enable an individual to participate in career and technical education activities.** Consistent with administrative guidance and prior interpretations of the Perkins Act, the Conferees believe that eligible agencies and eligible recipients should retain the flexibility to provide direct assistance to special populations under certain, limited conditions. In providing direct assistance, recipients of the assistance must be individuals who are members of special populations who are participating in career and technical education activities that are consistent with the goals and purposes of the Perkins Act. Funds must be used to supplement, not supplant, assistance that is otherwise available from non-Federal sources, and assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual’s successful participation in career and technical education.”

WKCE

Wisconsin Knowledge and Concepts Examinations

September 2008

WCSCM
Wisconsin Comprehensive School Counseling Model

WDGM
Wisconsin Developmental Guidance Model –has been replaced by the WCSCM

Wisconsin Program of Study Implementation Model
Elements:

- General Foundations,
- Rigorous Curriculum and Quality Instruction,
- School Counseling and Career Development Model,
- Transition Planning and Policy, and
- Accountability and Continuous Improvement.